

Course Requirements

Class Participation (5%)

The more you participate, the more you'll get out of the class. In fact, many cognitive psychology studies demonstrate that actively engaging in discussion of to-be-learned material can dramatically improve your ability to remember the material. You are expected to be a willing and active participant in your learning and in the class. Class participation consists of coming to class on time, prepared, and willing to contribute to the discussion or questions posed at least twice per class session without being called upon. If the class is unprepared for discussion, I will ask you to write a critical analysis of the assigned readings to encourage class participation.

Readiness Assessment (15%)

Students will post at least one thoughtful question about each assigned reading to eCampus no later than 6:00am on the class day. Students should be sure that they write a good question and not just a comment about the readings. All students should take the time to read the other students' posted questions prior to class. Grades will be determined by meeting the deadline each week. Furthermore, at the beginning of each class, a brief quiz will be administered on the materials assigned for review. This is closed-book. Questions may take many forms, but most will target basic understanding of the assigned readings. This will be reviewed during the same class period.

Training Method Presentation (10%)

As an individual student, you will be responsible for a presentation of one training delivery method listed in Chapter 7 and 8 of Noe (2017) and Arthur et al. (2003). This presentation should be approximately 30 minutes long and will be spread across the semester. Visual aids are strongly encouraged. Specific instructions will be provided when assigned.

Active Practice: Training Project (35%)

In a team of 3-4, you will design and deliver a basic training workshop that fits the need of a real organization. In addition to the presentation, a training manual will also be presented to the organization. Specific instructions about this workshop will be provided when assigned.

Active Practice: Performance Management Project (15%)

As a team, you will obtain a copy of a current performance appraisal instrument utilized by an organization (ideally the same as the training project), and prepare a critique of this form and the process used to implement it. You will then make recommendations for improving the existing form. Finally, you will need to prepare a 30-minute presentation on your endeavor. Visual aids are strongly encouraged.

Content Summary Paper (20%)

The content summary will consist of a set of questions concerning various domains of research and scenarios within the field of training and performance management. It will be distributed a week before the assigned final exam date. Answers to each question must be no longer than 1 single-spaced typed page written in conformance to the APA publication guidelines (6th edition).

Course Policies

Attendance

Class attendance is mandatory. You will be dropped a half a letter grade for any two unexcused absences. It is important that you notify me and obtain prior approval for anticipated absences.

Make-up

In the event of a University's excused absence ([University Rule Z](#)), you should contact me with documentation and must complete the missed course requirement within one week following the excused absence. If a submission is missed due to a reason that does not qualify as a University excuse (e.g., oversleeping), a make-up must be completed within one week following the initial deadline, however, there will be a 25% penalty.

Respect for Diversity

I/O Psychology often covers topics that are controversial or uncomfortable. It is my intent that ALL students, regardless of backgrounds or perspectives, are well-served by this course. I view the diversity that different students bring to the class as a resource, strength, and benefit to the ideals of a Master's of Science education. Therefore, our classroom is a designated safe zone of respect, including diversity in sex, sexual orientation, religion, disability, age, socio-economic status, ethnicity, race, nationality, culture, political views, etc. This class will not tolerate remarks that are sexist, racist, homophobic, or otherwise ridicule people.

Grading

The assignments and exams above equal the following possible points:

Class Participation	50
Readiness Assessment	150
Method presentation	100
Active Practice: Training	350
Active Practice: PM	150
Content Summary Paper	200
Total	1000

The following grading scale will be used to assign grades at the end of the semester

A	900 - 1000
B	800 - 899
C	700 - 799
D	600 - 699
F	599 & below

Success Tips for PSY 626

- Read the syllabus.
- Read the chapters and take notes.
- Come to class prepared, pay attention, and participate.
- Ask questions and seek help for difficult material.
- Don't wait until the last minute.

University Policies

Changes to Syllabus

I reserve the right to make changes to the syllabus and schedule during the semester. They will be announced in class or communicated by e-mail and you will be given sufficient notice of any changes. An updated syllabus will be posted to eCampus. Being aware of syllabus changes is your responsibility.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>.

Academic Integrity

“An Aggie does not lie, cheat, or steal, or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: <https://aggiehonor.tamu.edu/>

Statement on Limits to Confidentiality

University employees cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of the Texas A&M community. As the instructor, I must report the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

- Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff.
- Credible threats of harm to oneself, to others, or to university property

Tentative Course Schedule*

Date	Topic	Readings
Jan 16	Welcome and syllabus review	
Jan 23	<p style="text-align: center;">Training Overview</p> <p style="text-align: center;">What is training and development and how extensive is it?</p> <p style="text-align: center;">A systematic approach to training</p>	<p>Bell et al. (2017, few pages)</p> <p>Noe Chapter 1</p> <p>Noe Chapter 2 (Skim)</p> <p>Salas et al. (2012)</p> <p>Wexley & Latham (2002a)</p>
Jan 30	<p style="text-align: center;">Needs Assessment</p> <p style="text-align: center;">Is training needed? And of what kind?</p>	<p>Clark (2008, Skim)</p> <p>Goldstein & Ford (2002a)</p> <p>Noe Chapter 3</p> <p>Surface (2012)</p> <p>Wexley & Latham (2002b)</p>
Feb 6	<p style="text-align: center;">Instructional Design and the Learning Environment</p> <p style="text-align: center;">Maximizing trainees' learning</p> <p style="text-align: center;">The design of training to maximize learning</p>	<p>Goldstein & Ford (2002b)</p> <p>Gully & Chen (2010)</p> <p>Noe Chapter 4 (except pp. 170-173)</p> <p>Wexley & Latham (2002c)</p>
Feb 13	<p style="text-align: center;">Training Transfer</p>	<p>Arthur et al. (1998)</p> <p>Machin (2002)</p> <p>Noe Chapter 4 (pp. 170-173)</p> <p>Noe Chapter 5</p>
Feb 20	<p style="text-align: center;">Catch up: Program Design and Training Transfer</p>	<p>No readings and no RAs</p>
Feb 27	<p style="text-align: center;">Evaluation Procedures</p>	<p>Goldstein & Ford (2002c; SKIM)</p> <p>Goldstein & Ford (2002d; pp. 201-219)</p>

		Kraiger (2002, Skim) Noe Chapter 6 Topno (2012) Wexley & Latham (2002d)
Mar 6	Catch up on Training Evaluation and Wrap-up on Training [Technical Report I Due on March 8]	No readings and no RAs

Spring Break

Mar 20	Performance Appraisal and Performance Management Purpose of Performance Management Performance Appraisal and the Law [Delivery Practice I Due]	Aguinis (2019) DeNisi & Murphy (2017; skim) Fletcher & Williams (2016) Malso (1998 ; skim) Murphy & Cleveland (1995) Pulakos et al. (2019 ; skim) Schleicher et al. (2018 ; skim)
Mar 27	Performance Job Performance Ratings Rewarding Performance [Training Technical Report II Due on April 3]	Aguinis (2019). Ch. 4 Fletcher & Williams. (2016) Newman et al. (2004)
Apr 3	SIOP No Class	
Apr 10	Performance Appraisal Biases Approaches to correcting or reducing biases [Delivery Practice II Due] [Final Manual Due on April 15]	Gorman & Rentsch (2016; Skim) Murphy & Cleveland, Ch. 8, 10 (skim) Roch et al. (2012)
April 17	Gathering Performance Information Multisource Feedback Performance Appraisal Presentation	Aguinis (2019). Ch. 5 & 6 Atwater et al. (2007) Fletcher & Williams. Ch. 7 (skim)
April 24	Designing Appraisal Systems PA Best Practices and Results Does PM help or Hurt?	Aguinis (2019). Ch. 2 Aguinis (2019). Ch. 7 Fletcher & Williams. Ch. 5 & 11 Franco-Santos & Otley (2018)

		Levy, Tseng, Rosen, & Lueke (2017) Murphy & Cleveland, Ch. 12 Williams Ch. 10
Assigned Final Date	Training Project Delivery to Clients Content Summary Paper	

*Topic completion timeframes are *estimated* and are, therefore, subject to change.

Some References

Training Overview

- Bell, B. S., Tannenbaum, S. I., Ford, J. K., Noe, R. A., & Kraiger, K. (2017, January 26). 100 Years of Training and Development Research: What We Know and Where We Should Go. *Journal of Applied Psychology*. Advance online publication.
- Kraiger, K., & Culbertson, S. (2013). Understanding and facilitating learning: Advancements in training and development. In N. Schmitt, & S. Highhouse (Eds.), *Handbook of psychology: Industrial and organizational psychology*, (pp. 244-261). New York: John Wiley & Sons.
- Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations. *Psychological Science in the Public Interest*, 13, 74-101.
- Wexley, K. N., & Latham, G. P. (2002a). The organizational role of the training specialist. In *Developing and training human resources in organizations* (pp. 15-40). New Jersey: Pearson Education.

Needs Assessment

- Brown, J. (2002). Training needs assessment: A must for developing an effective training program. *Public Personnel Management*, 31, 569-578.
- Clark, R. E. (2008). Diagnosing performance gaps: knowledge, motivation, and organizational causes. In R. E. Clark & F. Estes (Eds.), *Turning research into results: A guide to selecting the right performance solutions*. Information Age Pub Incorporated.
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Instructional Design

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- Gully, S., & Chen, G. (2010). Individual differences, attribute-treatment interactions, and training outcomes. In S. W. J. Kozlowski, & E. Salas (Eds.), *Learning, training, and development in organizations* (pp. 3-64). New York, NY: Routledge.
- Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2009). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 9, 105-119.
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Evaluation Procedures

- Arvey, R. D., & Cole D. A. (1989). Evaluating change due to training. In I. L. Goldstein (Ed.), *Training and development in organizations* (pp. 89-117). San Francisco, CA: Jossey-Bass.
- Cascio, W. F. (1989). Using utility analysis to assess training. In I. L. Goldstein (Ed.), *Training and development in organizations* (pp. 63-88). San Francisco, CA: Jossey-Bass.
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Others

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